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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this first grade reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for first grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the first grade reading mastery test, and a list of first grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

CS005208

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READING CURRICULUM GUIDE BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

• A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

• MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

• INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

• A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8, in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

FIRST GRADE READING TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES

STRAND: COMPREHENSION SKILLS		PAGE
12108	use antonyms and synonyms.	1
12114	describe the contents of a picture.	2
12122	read with expression.	3
* 12127	use context to identify new words.	4
* 12130	define selected words.	4
12133	sequence pictures to illustrate a story.	5
12134	sequence events from a selection.	5
* 12136	answer questions about a selection.	6
* 12138	use details to identify story elements.	6
12139	explain the function of a title.	7
12140	illustrate the main idea of a selection.	7
* 12141	select a title.	8
12142	create a title.	8
12145	complete sentences using context clues.	9
12149	describe the characters in a selection.	10
12151	describe the relationship between characters' feelings and and plot.	10

12152 compare and contrast characters' feelings and actions. 11

12153 infer characters' feelings and motives. 11

12154 select a picture to illustrate a story element. 12

12155 use context to verify answers. 12

12156 recognize cause and effect. 13

12157 evaluate a selection. 14

12158 distinguish reality and fantasy. 14

STRAND: WORD IDENTIFICATION SKILLS

** 12201 identify sight words. 15

** 12202 discriminate beginning sounds. 16

** 12203 discriminate ending sounds. 16

** 12204 discriminate medial sounds. 17

** 12205 blend letter sounds together. 17

* 12206 develop letter-sound associations for single initial consonants. 18

* 12207 develop letter-sound associations for single final consonants. 18

* 12208 form new words by substituting initial consonants. 19

* 12209 form new words by substituting final consonants. 19

* 12210 develop letter-sound associations for initial consonant digraphs. 20

* 12211 develop letter-sound associations for final consonant digraphs. 20

	12212	apply consonant letter-sound associations to decode unfamiliar words.	21
	12213	develop letter-sound associations for initial consonant blends.	22
	12214	develop letter-sound associations for final consonant blends.	22
*	12215	develop letter-sound associations for short vowels.	23
	12216	develop letter-sound associations for long vowels.	24
	12217	develop letter-sound associations for vowel digraphs.	25
	12218	apply vowel letter-sound associations to decode words.	25
	12219	identify plural nouns formed by adding "s."	26
	12220	identify verb forms that have the inflectional ending "ed."	26
	12221	identify verb forms with the "ing" inflectional ending.	27
	12222	identify plural nouns formed by adding "es."	27
	12223	identify base words.	28
	12224	identify contractions.	28
	12225	identify simple compound words.	29
	12226	identify possessive nouns with "'s."	30
	12227	count syllables.	30

STRAND: REFERENCE AND STUDY SKILLS

12301 use books and other materials properly. 31

12302 select books from the library. 32

12305 recognize beginning reference materials. 33

12306 use a picture dictionary. 33

12310 locate the title, author, and illustrator on a title page. 34

12312 use a table of contents. 34

12317 arrange words in alphabetical order. 35

12318 scan a page to locate specific information. 36

STRAND: LITERATURE

12401 read books for practice and pleasure. 37

ANSWER KEY 39

VOCABULARY LIST 41

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121A1 To demonstrate appropriate use of oral language

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12108 use antonyms and synonyms.	Antonyms are words which have opposite meanings. Synonyms are words which have the same or similar meanings. The concepts of antonym and synonym should be introduced separately. When students understand the terms clearly, they should begin to discriminate words with opposite and similar meanings.	listening, categorizing	A. Define antonyms and give students several examples. Make a list of pairs of antonyms. Have students complete sentences orally using the word pairs, such as "This room is not little. It is _____."		
		listening, categorizing	B. Repeat Activity A, using pairs of synonyms and sentences, such as "This room is big. We could also say it is _____." (large)		
		listening, categorizing	C. Say a word and ask students to provide another word that has either an opposite or similar meaning, such as "The word is 'pretty.' Give me a word that means the same." Or, "The word is 'pretty.' Give me a word that means the opposite."		
		selecting, matching	D. Have students identify pairs of antonyms or synonyms from a group of familiar words, such as "good -- old -- nice -- bad."		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121A3 To understand how to identify, describe and categorize information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12114 describe the contents of a picture.	Understanding a picture is a prerequisite to understanding printed material. Students should be able to use complete sentences to tell three or more things about a picture or illustration.	observing, describing	A. Show students a picture portraying several objects. Have students observe the picture for several seconds, then ask them to make three to five statements (complete sentences) about the picture.	L.A. 137A1 L.A. 137B1	
		observing, describing	B. Ask probing questions to elicit more detailed descriptions of the picture observed in Activity A, such as "How old did the boy in the picture appear to be? Describe what he was wearing in the picture."		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121A1 To demonstrate appropriate use of oral language

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12122 read with expression.	Encourage the students to pay attention to punctuation and to read dialogue the way they believe the characters said it. Always have the students read the material silently before asking them to read aloud. Model good oral reading techniques when reading aloud to a class or group.	judging, reading orally, dramatizing	A. Have students select their favorite parts of a story from the basal reader. Have each student pretend to be a character and dramatize the selection by reading only the dialogue.		
		dramatizing, reading orally	B. Have students read plays, allowing each student to select a character and read the character's part with appropriate expression.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121C1 To understand the relationship of context and word meaning to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12127 use context to identify new words.	Using context means using known words and other clues within the sentence to derive the meaning of unfamiliar words.	listening, recognizing	A. New vocabulary words should be presented in sentences. Help students to recognize the contextual clues which will help them define the new word.	L.A. 137A1	
		discriminating	B. Give students sentences from which a word has been omitted. Have them select the word which best completes the sentence.		
* 12130 define selected words.	Vocabulary words should include basal vocabulary, sight words, spelling words and content area vocabulary.	listening	A. Define each new vocabulary word by providing illustrations, synonyms, descriptive phrases, and by using the word in a sentence with specific contextual clues.		
		matching	B. Provide written exercises in which the students match vocabulary words and written definitions.		
		applying, associating, discriminating	C. Have students identify appropriate synonyms and/or antonyms for each new vocabulary word.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12133 sequence pictures to illustrate a story.	Sequencing pictures involves using the contents of the pictures to determine the logical order.	observing, discriminating	A. Use commercially prepared or teacher prepared picture sequence cards. Have students arrange the pictures in order to tell a story or show a logical sequence of events.	L.A. 135A1 134B1 136B1	
		observing, explaining	B. Cut apart comic strips. Have the students arrange the frames in logical order and explain the comic strip.		
12134 sequence events from a selection.	Sequence is the order of events as they occurred in the original selection.	recalling	A. Have students read a story. Have a student retell the story, including three or four events. Record the events on the board or chalk tablet. Have students reread the chart to determine if the events are in proper sequence.	L.A. 134B1 135A1	
		recalling, illustrating	B. Have students fold a piece of paper into quarters and number each section. Have students read a story and illustrate four main events from the story in sequence.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written communication

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121E1 To understand the relationship of details to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12136 answer questions about a selection.	Questions should require students to recall and/or locate specific details in the selection which answer "who," "what," "when," "where," "how," and "why." Questions may also be asked which require students to infer answers, make judgments, and use information in a creative way.	listening, recalling	A. Write the words "who," "what," "when," "where," and "why" on cards and display them in the reading area. After reading a story, ask a question which begins with each word.	L.A. 135A1 136A1	
		listening, recalling, comprehending, applying, analyzing, synthesizing	B. Use Bloom's taxonomy to vary the level of difficulty of the questions asked. For example, ask students a "who" question for each level from knowledge to evaluative.	L.A. 135A1 136A1	
* 12138 use details to identify story elements.	Story elements include characters, setting, and plot. Details include any information which describes or enhances story elements.	listening, recalling, associating	A. After reading a story, give students a sentence or phrase which describes a character or other story element. Have students identify the story element based upon those details. For example, "The animals all lived there." (The forest)		
		recalling, associating, matching	B. Give students a list of details about the characters in a story and the names of the characters. Have students match the character's name with the details which tell about the character.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12139 explain the function of a title.	The title gives the reader an idea about the contents of a story. The purpose of the title is to capture the interest of the reader by identifying the subject of the story.	listening, associating	A. As each story is introduced, read with students the title. Discuss the purpose of the title and the information in the title.	L.A. 134B1	
		composing, associating	B. When the class creates group stories or experience charts, always create a title for the story, and discuss the purpose of the title.		
		recalling, verbalizing	C. After reading a story, have students explain what the title told about the story.		
12140 illustrate the main idea of a selection.	Before students can limit the main idea of a story to the few words of a title, they must be able to recognize the main idea and to express it without using words. Illustrating provides students the opportunity to clarify and focus on the most important message in the story without having to verbalize the message.	recalling, analyzing, illustrating	A. After reading a book or story, have each student draw an illustration which could be used as a cover for the book or story. Emphasize that the students should show in the picture the main idea of the story.		
		recalling, analyzing, illustrating	B. Have each student draw a picture to illustrate a story and explain the picture to the class. As a group, discuss which pictures best illustrate the main idea . After the discussion, allow students to enhance their pictures to make them more nearly show the main idea.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12141 select a title.	Before students can write titles, they must understand that the title relates specifically to the contents of a story and that the title consists of only the most important words which identify the story. Students must be able to select the best title for a story or book from several choices.	recalling, analyzing, discriminating	A. Have students read a brief story. On the board or chart paper, list three or four possible titles for the story. Ask each student to choose the best title for the story. Allow the students to tell why they chose their answers.	L.A. 134B1	
		recalling, matching	B. Cut the titles from short stories. Place the stories in one stack and the titles in another. Have students read the stories and match each story with a title.		
12142 create a title.	Creating a title involves understanding the story, recognizing the main idea , and expressing the most important idea in only a few words.	discussing, analyzing, naming	A. Read with students a short paragraph. Discuss the main idea of the paragraph. Have each student create a title. Choose the best title(s) for the paragraph.	L.A. 134B1	
		composing, naming, analyzing, judging	B. Have students develop a group story. Allow each student to write a title on a sentence strip. Ask students to tell why each title would or would not fit the story.	L.A. 134B1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121G1 To understand the role of prediction in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12145 complete sentences using context clues.	Using context involves recognizing clues in the sentence to identify the meaning of an unknown word. There may be several words which will complete the sentence; however, the sentence must be logical or make sense in order to be correct.	analyzing, discriminating	A. Write a sentence on the board or chart, omitting a key word. Identify for students the words which provide clues to the meaning of the omitted word. Have students suggest words that would complete the sentence. Record each word on a card. Place each word in the sentence and determine if the sentence makes sense.		
		discriminating	B. Give students a sentence and a list of several words. Have students circle each word that would complete the sentence, such as, "The girl comes to school in a ___." bus--car--plane--horse--house		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written communication

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12149 describe the characters in a selection.	Students should recall information in the selection which relates specifically to the development of a character. Students should tell the character's name, describe the character's appearance, and tell what the character says and does in the story.	recalling	A. Have the students read a story. Ask each student to select a character and tell everything about the character. The teacher may stimulate memory by asking probing questions, such as "What else can you remember about the man's clothes?"		
		recalling	B. Laminate a chart, with the numbers from one to ten down the side. Assign each student a character before reading a story. As a student tells about the assigned character, list the details on the chart.		
12151 describe the relationship between characters' feelings and plot.	Students begin in kindergarten to name feelings and to associate feelings with actions. In reading, students learn to infer the feelings of characters based upon their own past experiences and the actions of the characters in the story.	critical thinking	A. Choose a story which clearly states the feelings of a character and the actions which result from those feelings. Identify for students the story details which provide this information. Have students relate these feelings to personal actions. For example, "In the story, the girl ran to hug her mother because she was happy to see her. How do you show people you are happy to see them?"		
		inferring, predicting	B. Have students read a story which requires feelings to be inferred. Discuss the feelings that could lead to the events. Discuss how different feelings might have changed the plot.	L.A. 135A1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12152 compare and contrast characters' feelings and actions.	By comparing and contrasting the feelings of characters and the actions which result from those feelings, the students learn that characters sometimes share similar feelings but do not always react the same way, or that they perform similar actions for different reasons.	recalling, analyzing, verbalizing, inferring, drawing conclusions, justifying conclusions	A. Have students read two stories, such as "Cinderella" and "Snow White." Point out that two characters in different stories may have similar feelings and actions. Ask students to describe how each stepmother felt about her stepdaughter. Ask students to tell what each stepmother did as a result of her dislike of her stepdaughter. (Be certain to address the fact that the stories describe two fictional stepmothers and do not describe stepmothers in general.) B. Have students describe what they do when they are very happy. Write a story about a person who was so happy that he laughed and a story about someone who was so happy he cried. Have students discuss the different reactions of the two characters.	L.A. 135A1	
12153 infer characters' feelings and motives.	To understand the plot, students must be able to identify why characters act or react the way they do. Very often the student must analyze actions of the characters to determine the cause of the action.	recalling, analyzing, drawing conclusions	A. Have students tell why the stepmothers in the stories above disliked their stepdaughters. (Snow White was more beautiful than her stepmother, and Cinderella was more beautiful than her stepsisters.)	L.A. 135A1	
		recalling, analyzing	B. Read a story from the basal reader. Ask students to tell why a character acted a certain way.	L.A. 135A1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 1211 To understand the factors involved in supporting conclusions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12154 select a picture to illustrate a story element.	Students should observe a picture to determine if all the information in the picture is consistent with the information in the text.	observing, analyzing	A. Read a story such as "The Little Engine That Could." Show students three pictures of the little engine: the little engine on flat land, the little engine going up the hill, and the little engine coming down the hill. Ask students, "Which picture shows the part of the story where the little engine says 'I think I can'?" Have the student explain the choice.	L.A. 135A1	
		observing, analyzing	B. Have pictures of several settings, such as a farm, a zoo, a classroom, a backyard, a city street, and a forest. After reading a story, ask students to select the picture that best shows the setting of the story.	L.A. 135A1	
12155 use context to verify answers.	Students should recall the answers to factual questions and find the information in the selection which verifies the answers.	recalling, locating information	A. Pose a question about the story and have students find and read aloud the sentence(s) in the selection that answers the question.		
		recalling, locating information	B. Ask the students a question that can be answered with "yes" or "no." Have students signal with thumbs up for "yes" and down for "no." Have each student find the part of the story to support the answer given.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12156 recognize cause and effect.	Students should be able to recognize the part of the selection which describes the consequences of an action and the part of the story that tells the cause of an event or series of events.	listening, observing, reading orally	A. Have students read a story in which the cause and effect relationship is clearly defined. Write a sentence on the board which states an effect from the story, such as "The man took off his coat." Point out to students the part of the story which tells why the man took off his coat. Have the students read together the "cause" of the action.	L.A. 135A1	
		listening, observing, reading orally	B. Repeat Activity A above, writing the causes on the board and pointing out to students the "effects."	L.A. 135A1	
			C. Have students find and read aloud the part of a story that describes the results of a character's actions.	L.A. 135A1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 121K1 To understand the use of critical thinking in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12157 evaluate a selection.	Evaluating involves the student's judgment of the personal appeal of the selection. The student decides if he/she likes or dislikes the selection and why. Since the judgment is made on the basis of personal taste, the student's opinion is valid as long as it is supported by reason.	thinking critically, verbalizing, justifying	A. After completing a unit in the reader, have each student select a favorite story and tell why that story was chosen.	L.A. 135A1	
		thinking critically, verbalizing, justifying	B. Have the students identify stories they did not like as well as others. Have students tell why they did not like stories or parts of stories.	L.A. 135A1	
12158 distinguish reality and fantasy.	Some things occur in the real world; others are imagined. Instruction should focus on the ability to conceive of both real and imaginary events, and on maintaining the distinction between the two.	analyzing, discriminating	A. Tell students a story such as a tall tale and ask them to tell you what was real and what was imaginary in the story.		
		analyzing, classifying	B. Give students pictures of real and imaginary things. Cover two boxes and have students place the pictures of real things in one box and imaginary things in the other box.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122A1 To use sight word development to expand vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
** 12201 Identify sight words.	Students should be able to identify the first grade words on a sight word list, such as the Dolch List, as well as the vocabulary of the adopted basal reading program. Sight words differ from other vocabulary in that the students must use auditory and visual memory rather than phonics or context in the identification process. Students should participate in daily activities to increase sight word vocabulary.	identifying	A. Write the sight words on index cards. Have the students work in pairs. The students should take turns identifying the sight words. The flash cards (two sets) can be numbered and used to play "Concentration."		
		memorizing, identifying	B. Assign ten words or more nightly for students to take home for study. Each day allow the students to read the words aloud within a given time frame. As a student masters the list of words, assign the next list. Continue during the shool year.		
		identifying, creating, comprehending	C. Write a group story using sight words. Allow each student to choose a sight word and make a sentence. Write the sentence on chart paper. When finished, have the students take turns reading the story. Duplicate the story for each student to take home for practice.		
		identifying, comprehending	D. Using sentence strips, include the sight words in phrases to be read by the students. Give each student a sentence strip. Have the students read their phrases. If the phrase is read correctly, pass the sentence strip to the next student. If the phrase is read incorrectly, the student should keep the sentence strip and practice the phrase.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
** 12202 discriminate beginning sounds.	Students should be able to distinguish whether pairs of spoken words begin with the same sound before receiving instruction in phonetics.	listening	A. The students should listen as pairs of words are spoken, such as "take-tell" or "well-play." Have the students signal whether the words begin with the same sound by standing up, using thumbs up, or calling out the beginning sound.		
		listening, matching	B. Pairs of students should work together. Have one student say a word and have the other student say a word that begins with the same sound. Then have each say a word that does not begin with the same sound. Have the pair of students take turns calling out words. The students may need some additional group work to help with auditory discrimination.		
** 12203 discriminate ending sounds.	Auditory discrimination is the ability to perceive differences in sound. Students should be able to distinguish whether pairs of spoken words end with the same sound before beginning phonetic instruction; however, all students may not be able to do this at an early age.	listening	A. Say two words such as " blue-hop" or "prop-mop." Have students say "yes" if the words end with the same sound and "no" if they do not.		
		matching	B. Have students take turns being "it." The student who is "it" calls out a word and then chooses another student to call out a word that ends with the same sound.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will					
** 12204 discriminate medial sounds.	Students may be able to hear clearly, but may have difficulty distinguishing fine differences in sounds, especially medial sounds.	identifying	A. Say two words such as "hop-hip" or "cap-track." Have the students respond by saying "yes" if the medial sound is the same and "no" if the sounds are different.		
		identifying, recalling	B. Make up simple two-line rhymes. Have the students identify the words that rhyme. Then have the students change the medial sound to make new words. Discuss what happens to the words when medial sounds are changed.		
** 12205 blend letter sounds together.	To develop independence in reading, a student must use decoding strategies: semantic or meaning clues, syntactic or grammatical clues, and phonological or letter-sound association clues. Context and letter-sound association should be used to determine the unknown word. The blending of sounds occurs naturally . When students can discriminate beginning, ending, and medial sounds, blending sounds together will begin to take place.	discriminating, pronouncing	A. Display common words on the chalkboard or chart tablet. Discuss with the students the use of sounds to decode. Pronounce each word slowly while drawing your hand from left to right under the word. Allow the students to imitate the sounds by saying each word slowly.		
		pronouncing, recalling	B. Have the students work in pairs as they go to the chalkboard or chart tablet to pronounce the words. As the student pronounces the word, the partner 's hand should follow along from left to right.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12206 develop letter-sound associations for single initial consonants.	Beginning readers often use the initial letter as the visual cue to identify a word. The student will begin to decode as letter-sound associations are developed.	verbalizing, creating, applying	A. Say three words such as "ball-bat-big." Have the students say the words and tell how the words sound alike. Then write the words on a chart tablet or chalkboard. Have the students tell how the words look alike. Then have the students think of other words that begin with the same sound. Write those words on the chart tablet or chalkboard.	L.A. 133A1	
		applying	B. Display three objects that begin with the same sound, such as a bat, a ball, and a book. Have the students find other objects in the room that begin with the same sound.	L.A. 133A1	
		applying, identifying, writing	C. Give the students pictures of objects that begin with the same sound. Have them identify the initial consonant sound. Have them write the letter that stands for the intial sound.	L.A. 133A1	
* 12207 develop letter-sound associations for single final consonants.	Beginning readers often use only the initial and final letter to decode a word. Using these two clues and context is often enough to determine the word.	verbalizing, applying	A. Same as 12206-A using final consonant sounds.		
		applying	B. Same as 12206-B using final consonant sounds.		
		applying, identifying, writing	C. Same as 12206-C using final consonant sounds.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12208 form new words by substituting initial consonants.	The student should be able to identify initial and final consonant sounds in a word. New words should be formed from sight words or any known words.	identifying, applying	A. Have the students identify a familiar word such as "cat." Discuss the initial sound and what might happen if the initial letter were erased and then replaced. Display several examples on a chart tablet, a chalkboard, or a transparency. Working with a partner, each student should take a familiar word and make as many new words as possible. Have the partner check the work.		
		recognizing, identifying	B. Make "word sliders" or "word wheels" with initial consonants on the moving part. Have students read the new words made by substituting the initial consonant.		
		illustrating, verbalizing	C. Using newsprint, have students illustrate each new word made by substituting the initial consonant. Allow student to share with the group and display in room for others to read.		
* 12209 form new words by substituting final consonants.	New words should be formed from sight words or any known words.	identifying, applying	A. Same as 12208-A using final consonant sounds.		
		recognizing, identifying	B. Same as 12208-B using final consonant sounds.		
		illustrating, verbalizing	C. Same as 12208-C using final consonant sounds.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12210 develop letter-sound associations for initial consonant digraphs.	Consonant digraphs are two letter combinations that do not produce the blended sounds of the particular letters, but rather produce a unique speech sound. Examples are: ch, sh, th, wh, ph, and qu.	comparing, identifying	A. Say three words such as "shed-ship-shot." Have the students repeat the words and tell how the words sound alike. Write the words on a chalkboard, transparency, or chart tablet and have the students tell how the words look alike. Discuss the new sounds that digraphs such as "sh" make.		
		recognizing, identifying	B. Make "word wheels" or "word sliders" with initial consonant digraphs. Have the students read the new words made by substituting the initial consonant digraphs.		
		discriminating	C. Given a worksheet with illustrations, the student will supply the missing initial consonant digraph.		
* 12211 develop letter-sound associations for final consonant digraphs.	Examples of final consonant digraphs are: nk, ng, ck, sh, ch, th, and ph.	comparing, identifying	A. Same as 12110-A using final consonant digraphs.		
		recognizing, identifying	B. Same as 12110-B using final consonant digraphs.		
		discriminating	C. Same as 12110-C using final consonant digraphs.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12212 apply consonant letter-sound associations to decode unfamiliar words.	Students have used three of the four developmental steps in phonics usage at this point: auditory discrimination, visual discrimination, and blending. Students are now ready to apply the fourth step: contextual application. Students use previously developed skills to attack unknown words.	decoding, reading	A. Include a new word in a sentence. As you read the sentence, write it on the chalkboard, a chart tablet or a transparency. Underline the new word but do not identify it. Have the students use previously learned skills to decode the word (initial, medial and final sounds). When the students figure out the new word, have them read the sentence aloud to determine if it is correct.	L.A. 133A1	
		decoding, reading, verbalizing	B. Write sentences on sentence strips. Include in each sentence one new word. Give each student a sentence strip. Allow each student to read the sentence strip and to explain the steps taken to decode the new word.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12213 develop letter-sound associations for initial consonant blends.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: bl, cl, dl, fl, gl, sl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, st, scr, and spr.	discriminating, identifying	A. Say three words such as "black-blue-blot." Have the students repeat the words and tell how the words sound alike. Write the words on the chalkboard and have the students tell how the words look alike. Have students tell other words that begin with the "bl" sound. Write them on the board and have the students read the list to see if the words are correct.		
		identifying	B. Make "word sliders" or "word wheels" with the initial consonant blends on the moving part. Have the students work in pairs and read the new words aloud.		
		discriminating, applying	C. Give the students a worksheet with illustrations. Have the students supply the missing initial consonant blend.		
12214 develop letter-sound associations for final consonant blends.	Examples are: st, sk, and sp.	discriminating, identifying	A. Same as 12213-A using final consonant blends.		
		identifying	B. Same as 12213-B using final consonant blends.		
		discriminating, applying	C. Same as 12213-C using final consonant blends.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 12215 develop letter-sound associations for short vowels.	Single vowels are "a, e, i, o, u, and sometimes y." Short vowels are frequently taught first because of the frequency of short vowel sounds in the beginning reading materials. Visual discrimination and decoding of vowels should begin after the child has a sight vocabulary of at least the word "cat" and can discriminate initial and final consonant sounds.	identifying, discriminating, comprehending	A. Display on charts pictures that illustrate short vowel words, such as "cat," "van," and "ham." Have the students identify the pictures. As each picture is identified, write the word beside the picture. Have the students identify how the words sound alike and how the words look alike. Ask the students to identify more words that have the same vowel sound. Write them on the chalkboard or chart tablet for students to read to a partner during the day.	L.A. 133A1	
			B. Only one vowel should be introduced at a time. Continue activities for each vowel and review daily those vowels which have been introduced previously.	L.A. 133A1	
		illustrating, identifying	C. Given newsprint, the students will illustrate words that have short vowel sounds.	L.A. 133A1	
		spelling, identifying	D. Using alphabet boards, such as the Steppe Boards, have students form words with short vowels.	L.A. 133A1	
		identifying recognizing	E. Display the Dolch Sight Word List and have students identify those words which have short vowels (only display those words which are known).	L.A. 133A1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12216 develop letter-sound associations for long vowels.	When teaching the long vowels, introduce the concept that the long vowel sounds the same as the name of the letter that represents the sound. Using familiar sight word referents, introduce the long vowels one at a time. Most words (with long vowels) in the beginning reader's vocabulary are one-syllable and the long vowel is followed by a silent "e." The rule should be taught early: in words or syllables with two vowels, one of which is a final "e," the "e" is usually silent and the first vowel is long (CVCE). The generalization concerning the "open syllable" should be taught: when a word or syllable contains only one vowel and ends with that vowel, the vowel is usually long.	identifying, discriminating, creating	A. Illustrate three words such as "plate-snake-face" on a chart tablet, chalkboard, or a transparency. Write the word as the students identify the illustrations. Have the students tell which sounds are alike. Also, the students should identify how the words look alike. Divide the group into teams and have each team list as many words with long vowels as possible. Make a chart with all the words for the students to read during the day.	L.A. 133A1	
			B. Only one vowel should be introduced at a time. Continue activities for each vowel and review daily those vowels which have been previously introduced.	L.A. 133A1	
		illustrating, verbalizing, identifying	C. Have the student illustrate words with long vowels on newsprint. Have the students share their illustrations and then display in the room for all to read.	L.A. 133A1	
		identifying, spelling	D. Using alphabet boards, such as Steppe Boards, have students form words with long vowels. Have a partner check the work.	L.A. 133A1	
		identifying, recognizing	E. Display the Dolch Sight Word List and have students identify those words which have long vowels (only display known words).	L.A. 133A1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12217 develop letter-sound associations for vowel digraphs.	Vowel digraphs are two adjacent vowels. One of the adjacent vowels receives the long sound while the other vowel is silent. Examples are: ai, ay, ea, ee, and ei. Many rules that apply to digraphs should not be taught as they hold true less than half the time; for example, "when two vowels go walking, the first one does the talking."	identifying, recognizing, verbalizing	A. Write three words such as "pail-bait-maid" on the chalkboard, a chart tablet, or a transparency. Read the words to the students. Have them identify the medial sound. Discuss the vowel digraph. Have the students find other words in the Dolch Sight Word List or the vocabulary list from the basal reader that have digraphs. Make a list on the board or tablet for children to read throughout the day.	L.A. 133A1	
12218 apply vowel letter-sound associations to decode words.	Students use previously developed skills to attack unknown words. Students have used the following steps in decoding: auditory discrimination, visual discrimination, and blending. Students are now ready to apply the fourth step: contextual application.	decoding, recalling, reading, identifying	A. Write a sentence on the chalkboard, a chart tablet, or a transparency. The sentence should have a new word that the students will decode by using previously learned skills. Have the students recall vowel generalizations to help in figuring out the new word. Read the sentence aloud and have students identify the new word. Write other sentences which have new words for the students to read and decode.		
		reading decoding	B. Write sentences on sentence strips. Each sentence should have a new word to be decoded. Give each student a sentence strip and have the student read the sentence aloud after figuring out the new word. Pass the sentence strips to others.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122C1 To understand the use of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12219 identify plural nouns formed by adding "s."	A naming word, or noun, refers to a person, place, or thing. Most nouns form their plurals by adding "s." Many plural nouns are included in sight word lists.	identifying, verbalizing	A. Display an object such as a book. Have the students identify the object. Add an identical object to the display. Ask the students to identify the display and to tell what happened. Discuss the addition of "s" to "book." Have the students find objects in the room and make a display to demonstrate forming plurals. Write the nouns on the board that identify those displays.	L.A. 132B1 L.A. 133D1	
		writing	B. Give students sentences which require a plural noun to be complete. Have students write the words to complete the sentence For example, "I have two _____in my desk."	L.A. 132B1	
12220 identify verb forms that have the inflectional ending "ed."	Many verbs form the past tense by adding "ed" to the base word. Some of these verbs, such as "help," "jump," "look," and "play" are found in the beginning list of the Dolch Sight Word List.	verbalizing, comprehending	A. Have the students tell something they do each day, such as" I play outside." Then have the students use a past tense form to tell what happened yesterday: "I played outside yesterday."	L.A. 132B1	
		comprehending, writing, applying	B. Use the Dolch Word List or the basal vocabulary to make a list of present tense verbs. Have the students make sentences with the verbs in past tense by adding "ed." Discuss with the students that all verbs do not form past tense by adding "ed."	L.A. 132B1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122C1 To understand the use of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12221 identify verb forms with the "ing" inflectional ending.	Present tense verbs show action or being in present time. The inflectional ending "ing" is an indicator of present time. Many verbs are included in sight word lists.	identifying, verbalizing, applying	A. Walk around the room. Ask the students to tell what you are doing as you go. Have the students speak in complete sentences when answering. Read from a book. Have the students identify what is happening. Have the students choose a partner. The pair should take turns doing something, and one partner should tell what the other is doing.	L.A. 132B1	
		verbalizing, applying	B. Write incomplete sentences on the chalkboard or chart tablet. Have the students supply the correct form of a verb.	L.A. 132B1	
		writing, applying	C. Give the students a worksheet. Have the students supply the correct form of the verb needed to complete the sentence.	L.A. 132B1	
12222 identify plural nouns formed by adding "es."	Plural nouns are often formed by adding "es." This should be taught after the concept of identifying plural nouns by adding "s." Many nouns are included in sight word lists.	verbalizing, writing, recognizing, applying	A. Write on the chalkboard, chart tablet, or transparency several singular nouns that require "es" to form the plural, such as "bush-brush-witch-switch-match." Have the students make a sentence with each word and then make a sentence with the plural of the word.	L.A. 132B1	
		identifying, illustrating, composing	B. Display a list of singular nouns. Have the students choose the nouns that require an "es" to form a plural. Make a sentence and illustrate the plural noun formed.	L.A. 132B1	

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122C1 To understand the use of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12223 identify base words.	Base words are often called "root words."	identifying, verbalizing, writing	A. Display a list of words with inflectional endings from the Dolch Sight Word List or the basal vocabulary list. Have the students identify the words and explain what the words have in common. Display an identical list of words without the inflectional endings. Have the students identify the difference. Discuss base words. Have the students use the first list and write the base words. Students may check their work with the second list.		
		recognizing	B. Given a short paragraph, the students should pick out all words with inflectional endings and write the base word.		
12224 identify contractions.	A contraction is a shortened form of a combination of two words. The omission of letters is shown by the use of an apostrophe.	verbalizing, recognizing	A. Write a sentence containing a contraction on the chalkboard. Have the students read the sentence and tell the meaning of the contraction. Write the two words used to form the contraction on the chalkboard. Explain the process of forming a contraction. Use other contractions in sentences and write the words on the chalkboard. Have the students explain how the contractions were formed.		
		pronouncing, identifying	B. Write contractions on flash cards or sentence strips. Have the students pronounce the contractions and name the two words used to form the contraction.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122C1 To understand the use of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12225 identify simple compound words.	A compound word is a new word formed by combining two words. Many compound words are included in sight word lists.	identifying, creating	A. On a chart, display a sentence that has a compound word. Have the students read the sentence and identify the compound word. Discuss the formation of compound words. Underline the compound word. Write other compound words on the chart and have students make sentences with the words.		
		matching	B. Write compound words on index cards. Cut the cards to make puzzles. Have the students match the puzzles to form compound words.		
		recalling, illustrating	C. Have the students name some compound words. List the words on the chalkboard. Have the students illustrate five compound words.		
		recalling, creating	D. Pronounce a word that might be used as part of a compound word. Have the students use individual chalkboards and write a compound word with the given word included.		
		creating recalling	E. Have each student write a sentence with a compound word. The student's partner must then make another sentence with the same compound word. The partners should take turns choosing compound words.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 122C1 To understand the use of structural analysis of word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12226 identify possessive nouns with "'s."	Possessive nouns denote ownership. Most possessive nouns at this level are formed by adding 's.	identifying, reading, verbalizing	A. Hold up a jacket or some item belonging to a student. Have the students identify the owner of the jacket. Write the sentence on the chalkboard denoting possession, such as "This is Johnny's jacket." Have each student identify an item belonging to another student and make a sentence. Write the sentences on the chalkboard. Have the students read the sentences.		
		writing, applying	B. Write some sentences, such as "The hat belongs to mother." Have the students rewrite the sentences using possessive nouns.		
12227 count syllables.	A syllable is a structural element that contains a vowel sound. Syllables should be counted as attention is called to the structural units in a word. Students at this level often do not have the auditory discrimination skills necessary to hear syllables.	recognizing, verbalizing, applying	A. Say a two syllable word such as "rabbit." Explain to the students that "rabbit" has two syllables. Have the students identify the two syllables. As they say the syllables, the students might clap their hands twice. Say other words that have one or two syllables and have the students identify the syllables and clap their hands for every syllable heard.		
		identifying, applying	B. Have the students use the Dolch Sight Word List or the basal vocabulary list. Ask the students to read the words; have them identify the number of syllables heard.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12301 use books and other materials properly.	Students should learn rules for handling books and materials, such as: * always handle books with clean hands * turn pages carefully; * have a special place to keep books; * protect books from the weather and pets; and * return books on time.	verbalizing, listening, comprehending	A. Have students discuss the proper procedures for handling books. Record these rules and display them in the reading center. Remind students of rules they tend to forget when using the center.		
		observing, modeling, comprehending	B. Have students discuss with the librarian the procedures for checking in and out books. Have students demonstrate the proper way to turn pages and to carry books.		
		creating, discussing, comprehending	C. Have students make protective covers for special books. Discuss how the covers will help to keep the books from being torn, soiled, and wrinkled.		
		listening, observing, comprehending	D. Obtain cards from the library or use teacher-made cards. Ask the librarian to discuss with students the procedures for signing out books. Demonstrate the proper way to sign, stamp, and deposit the card when checking out a book. Have students use the reading center to practice checking out books.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12302 select books from the library.	Selection procedures should include locating appropriate books, pulling books from the shelves, and replacing books on the shelves.	listening, observing, locating	A. Have students visit the library and find the picture book/easy book section. Point out to students that the books are located in a specific section of the library and that they are shelved on low shelves so that first graders can reach them.		
		listening, observing	B. Set up a reading center in the classroom. Arrange the books on the shelves in alphabetical order from left to right and label the shelves. Point out to students the alphabetical arrangement and explain why the books are arranged in this manner. Have the students visit the library and observe the arrangement of the books.		
		listening, observing	C. Show students how to pull out one book at a time and mark its place with a marker, such as a ruler or a poster board strip. Show students how to return the book to its place.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12305 recognize beginning reference materials.	Beginning reference materials include such things as pre-encyclopedias, picture dictionaries, and atlases.	listening, observing	A. Have reference books suitable for very young children available for students to examine. Use these reference materials to locate answers to specific questions or to help students find out more about topics in which they are interested.		
		listening, observing, comprehending	B. Show students a picture dictionary. Ask students to guess the uses of the book. Point out words related to a current unit of study, such as farm animals. Explain the uses of a dictionary . Have the students suggest several words for the class to find together.		
12306 use a picture dictionary.	A dictionary lists words in alphabtical order and tells the meaning(s) of each word. A picture dictionary shows the meanings of words through the use of illustrations. Students' use of a picture dictionary not only introduces them to a valuable reference tool, but also aids in the development of extensive vocabularies.	observing, locating	A. Put each letter of the alphabet on a separate card. Show one letter card at a time. Select a page in a picture dictionary and have students find the words that begin with the letter on the card.		
		observing, discriminating, associating	B. Show students a word, such as "apple." Have them find the word on the page in the picture dictionary and say the word.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123B1 To use correct study skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12310 locate the title, author, and illustrator on a title page.	The title page of a book is inside the front cover and contains the title of the book and the names of the author(s) and illustrator(s).	listening, observing, locating	A. Always read the title page when beginning a book. Point out to students the title, the author(s), and the illustrator(s) of a book. Let each student select a book and point to each part as the teacher points to it on a model.		
		choosing, locating	B. Make a chart to display in the classroom. As a book is read aloud, list the title of the book and its author on the chart. Allow students to request a special book from the list to be read at story time. Have them locate the title and the author(s) and illustrator(s) of the book.		
12312 use a table of contents.	A table of contents lists the stories, chapters, or topics in a book and tells on what page each begins.	observing, locating	A. When a new story is begun in the basal, point out the title of the story in the table of contents. Have students tell to which page they should turn.		
		locating	B. Give students a sample table of contents. Write the titles of the listings on sentence strips. Hold up a strip and have students find the title on the page.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123B1 To use correct study skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12317 arrange words in alphabetical order.	Students should arrange five to ten familiar words in alphabetical order according to the initial letter. For first graders, alphabetical order is usually called "A-B-C" order.	sequencing, matching	A. Give students a sheet of paper with five letters written in a vertical column on the left side of the page. In a column on the right side, write in random order five words which begin with those letters. Leave a blank column in the center of the page. Have the students write each word in the blank column beside the letter with which it begins.		
		sequencing, arranging	B. Give students a set of five word cards. Have students arrange the cards in alphabetical order by the first letter of each card.		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 123B1 To use correct study skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12318 scan a page to locate specific information.	Scanning is glancing from point to point in search of a particular item.	listening, locating	A. During a directed reading lesson, read a phrase or sentence. Have the students scan the page to find that sentence. For example, "Find the sentence which says, 'The car went down the street,' and put your finger on it." Have students pull a ruler down the page so that one line at a time is visible. Tell students to move their eyes down the page with the ruler and to look for the word "car." When they find "car" they should check the words on both sides to see if it is the sentence for which they are looking.		
		locating	B. During guided silent reading, have the students scan the page to see what happened in a specific sentence. For example, "Look down the page quickly. Find the third sentence. Read to see where the children are going."		

READING -- GRADE 1

GOAL: 12000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 124A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
12401 read books for practice and pleasure.	Appropriate literature would include easy books, nursery rhymes and teacher-made materials.	selecting	A. Create a reading center which includes easy books on a wide variety of subjects. Provide students free reading time daily.	L.A. 136C1	
		selecting	B. Provide students opportunities to select library books for reading at home. Create a "book bank" for each child in which parents "deposit" the title of each book the student reads.		

READING - GRADE 1

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I: COMPREHENSION	
12127	went, bag, big, woods, laughs, boat
12130	boys and girls bird a lot said not dark hop see makes you happy
TEST II: COMPREHENSION	
12136	Steve and Mark play ball "Where is the ball?" in Sam's house Mark's dog in a brown house
12138	comes to school on the bus, likes to play ball (Sue) likes her school, tells Sue about the city (Mary) is red, is not far from Mary's house (The school)
12141	Ted's Picture An Old Man Rags Goes for a Ride Big Ships

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST III: WORD IDENTIFICATION	
12206	Pronounce the name of each picture: (house, sun, gun, watch, bus, letters, cat, mouse, pig, zipper, deer, key) h s g w b l c m p z d k
12207	Pronounce the name of each picture: (moose, snake, camel, pelican, rabbit, beaver, pig, giraffe, elephant, crab, penguin, frog) s k l n t r g f t b n g
12208	Students may have various answers. Pronounce the words: gun, cat, car, wall
12209	Students may have various answers. Pronounce the words: man, bat, can, hat
TEST IV: WORD IDENTIFICATION	
12210	Pronounce the name of each picture: (chief, phone, thumb, whale, chick, ship, queen, shoe) ch ph th wh ch sh qu sh
12211	Pronounce the name of each picture: (wrench, skunk, chick, watch, ring, lock, teeth, brush) ch nk ck ch ng ck th sh
12215	Pronounce the name of each picture: (zipper, frog, flag, bulb, clip, chest, plug, plant) i o a u l e u a

READING - GRADE 1

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY	INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
** indicates objective to be tested orally			
**12201	identify sight words		
**12202	discriminate beginning sounds		
**12203	discriminate ending sounds		
**12204	discriminate medial sounds		
**12205	blend letter sounds together		

First Grade Vocabulary

Jan
Mark
Mark's
Mary
Mary's
Rags
Sam
Sam's
Steve
Steve's
Sue
Sue's
Ted
Ted's
Tom
Tom's
a
about
always
an
and
apple
are
asked
at
away
bag
ball
basket
bat
be
because
best
big
bird
blue
boat
boats
book
bow-wow
box
boy
boys
bring
brings
brother
brown
brush
bulb
bus
but
buy
can
cap
car
cat
chest
chick
children
city
clean
clip
clothes
coat
come
comes
could
country
dark
day
deer
did
do
does
dog
don't
duck
each
eat
every
fall
falls
far
farm
fast
fish
flag
fly
food
for
fox
friend
friends
frog
from
fun
game
gave
get
girls
go
goes
good
got
grass
grasshopper
green
gun
had
happy
hard
has
hat
hats
he
her
his
home
hop
house
I
in
into
is
it
jump
jumped
key
know
land
large
laughed
laughs
light
like
liked
likes
little
live
lived
lives
lock
long
look
looked
lot
mad
makes
man
many
men
more
mouse
much
must
my
name
named
new
not
of
old
on
one
out
painted
part
picture
pictures
pig
plant
plants
play
played
playground
plug
poor
pull
pulled
put
puts
rainy
ran
read
red
ride
ring
road
run
runs
sad

said
saw
say
school
see
sell
she
shoe
skunk
sky
slow
small
story
sun
surprised
teeth
tells
than
that
the
then
there
they
things
time
tiny
title
to
together
told
two
very
wagon
walked
walks
wall
want
wanted
was
watch
wear
went
were
what
when
where
who
with
wood
woods
work
would
wrench
yard
you
zipper